

LOS ANGELES UNIFIED SCHOOL DISTRICT
World Languages and Cultures

American Sign Language 3AB (Annual Course)		11/07
This course outline provides an overview of the third year of instruction in American Sign Language and Deaf Culture.		
252015	ASL 3A	
252016	ASL 3B	
Course Description:		
The purpose of this course is to teach communicative competencies in ASL conversations beyond the basic level. Classroom activities include practicing dialogues, short stories, narratives and short conversations.		
COURSE GUIDELINES		
<i>Foreign Language Framework for California Public Schools, K-12, Sacramento 2003</i>		
California Standards for World Languages are currently being developed; however, the <i>Framework</i> contains outcomes for students within this stage of proficiency.		
Language Learning Continuum		
Listening	Understand and interpret American Sign Language on a variety of topics.	
Speaking	Engage in conversation, provide and obtain information, express feelings, and emotions, and exchange opinions using American Sign Language.	
Reading	Acquire information and recognize distinctive viewpoints that are only available through American Sign Language and its culture.	
Representative Performance Outcomes and Skills		
In this course, students will know and be able to:		
<ul style="list-style-type: none"> • Function in highly predictable common daily interactions including: narrating unforgettable moments, talking about accidents, sharing interesting facts, talking about money, explaining rules, storytelling, ASL conceptual signs, ASL classifiers. 		
<ul style="list-style-type: none"> • Produce increasingly more complex signing structures incorporating conceptual signs and ASL handshapes/ classifiers. 		
<ul style="list-style-type: none"> • Demonstrate comprehension and produce approximately 300 additional signs. 		
<ul style="list-style-type: none"> • Be understood by native speakers. 		
<ul style="list-style-type: none"> • Demonstrate an understanding of products, practices, and perspectives of Deaf customs and culture, especially within the contexts listed above. 		
<ul style="list-style-type: none"> • Produce typical language orally (signed): word lists, phrases, short sentences, and narrations. 		
Assessments will include:		
<ul style="list-style-type: none"> • Performance-based activities; interviews, classroom Oral (signed) and written assessments. 		
<ul style="list-style-type: none"> • Daily formative measures of class participation in individual and group work, and periodic quizzes. 		
<ul style="list-style-type: none"> • Use a grading and evaluation system that is aligned with state standards. 		
Texts/Materials (Courses on Williams list only)		
<ul style="list-style-type: none"> • LAUSD Framework –aligned Textbooks: Signing Naturally III 		
<ul style="list-style-type: none"> • Audio and Visual Materials: CD's DVD's, publisher's overhead transparencies and resources. 		
<ul style="list-style-type: none"> • Variety of outside reading sources: books, magazines, newspapers and articles. 		